FAU

FLORIDA ATLANTIC UNIVERSITY

NEW COURSE PROPOSAL
Undergraduate Programs

Department Humanities and Social Sciences (WHC)

College Harriet L. Wilkes Honors College

(To obtain a course number, contact erudolph@fau.edu)

UUPC Approval _9/8/25_

UFS Approval _____

SCNS Submittal _____

Confirmed _____

Banner Posted _____

Catalog _____

Prefix PUP **Number** 3032	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course** Lecture	**Course Title** Honors Public Policy Process

| **Credits** *(See Definition of a Credit Hour)*

 3

 Effective Date *(TERM & YEAR)*
 Fall 2026 | **Grading** *(Select One Option)*

 Regular ●

 Sat/UnSat ○ | **Course Description** *(Syllabus must be attached; see Template and Guidelines)*
 The general organization of the class structure follows the stages approach to the public policy process, moving from policy making to implementation. The class then explores how policymakers and implementers navigate the complexity of politics and competing values to catalyze change, protect natural resources, promote equal opportunity, and create impactful organizations. Students will engage in discussions regarding how specific policies are made and implemented, as well as ways that stakeholders influence the process. Ultimately, this class is ideal for students interested in careers in business, |

Prerequisites, with minimum grade* None	**Corequisites** None	**Registration Controls** *(Major, College, Level)* Honors College

Default minimum passing grade is D-. Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course

WAC/Gordon Rule Course ☐ Yes ☑ No WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.	**Intellectual Foundations Program (General Education) Requirement** *(Select One Option)* None General Education criteria must be indicated in the syllabus and approval attached to the proposal. See Intellectual Foundations Guidelines.

Minimum qualifications to teach course

PhD in Political Science, Ph.D. Public Policy, Ph.D. Public Administration, or Ph.D. Government

Faculty Contact/Email/Phone James Capp / jcapp1@fau.edu / 561-297-3061	**List/Attach comments from departments affected by new course** Political Science

Approved by		**Date**	
Department Chair	M. a. V3z	8/22/2025	
College Curriculum Chair	Terje Hill	8/22/2025	
College Dean	Julie Ea	8/22/2025	
UUPC Chair	Korey Sorge	9/8/25	
Undergraduate Studies Dean	Dan Meeroff	9/8/25	
UFS President			
Provost			

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY
PUP 3032
Honors Public Policy Process
Date: Tuesday 6:00 PM - 8:50 PM
Building: Stdnt Resrc Clssrm Jupiter Room: 275
3 Credit(s)
Spring 20XX - 1 Full Term

Instructor Information
Email: jcapp1@fau.edu
Instructor: James Capp, Ph.D.
Office: SR 217
Office Hours: Monday 4pm-6pm (please schedule an appointment for this time or request other times)
Phone: 561-297-3061

Course Description
The general organization of the class structure follows the stages approach to the public policy process, moving from "policy making" to "implementation." The class then explores how policymakers and implementers navigate the complexity of politics and competing values to catalyze change, protect natural resources, promote equal opportunity, and create impactful organizations. Students will engage in discussions regarding how specific policies are made and implemented, as well as ways that stakeholders influence the process. Ultimately, this class is ideal for students interested in careers in business, government, law, or the non-profit sector.

Note: this course also serves as an approved elective for the Wilkes Honors College Political Science and Law & Society concentrations, as well as a social science distribution elective.

To access many of the required materials and to submit all assignments in this course, you must log into Florida Atlantic University's learning management system, Canvas, via https://canvas.fau.edu using your FAUNetID and password. All assignment grade information, class announcements, and the weekly modules are available within the Canvas system.

There are no prerequisites for this course.

Note on Honors Distinction
This Honors course differs from a non-Honors course in terms of the intellectual engagement of students. In addition to the standard textbook readings, students will review scholarly articles from peer-reviewed journals. The class structure requires students to synthesize concepts and creatively integrate the readings into their work, so that multiple viewpoints and sources inform their own analyses. The course emphasizes critical thinking and requires students to participate actively in class discussions and debates on contemporary public policy issues. Students will also undertake a substantial project, culminating in a detailed analytical paper that demonstrates their ability to conduct independent policy analysis and present their findings coherently. The course places a strong emphasis on developing advanced writing skills, with rigorous standards for assignments, including the

development of each student's professional written voice to ensure their analyses are clear, organized, comprehensive, and useful to policy debates.

Instructional Method
In-Person
Traditional concept of in person. Mandatory attendance is at the discretion of the instructor.

Required Texts/Materials
An Introduction to the Policy Process
ISBN: 9781351023924
Publisher: Taylor & Francis Group, LLC
Edition: 5th

Intro to the Policy Process
ISBN: 9781138495616
Publisher: Routledge
Edition: 5th

Course Objectives/Student Learning Outcomes
Students who successfully complete this course will have a thorough understanding of the public policy process, as well as have a familiarity with the following abilities:
- Applying broad knowledge of the competing perspectives to create and implement public policy, including using the standard stage model, in addition to more dynamic approaches reflective of human agency and social construction.
- Mapping the various stakeholders who steer, create, adopt, operationalize, assess, change, and terminate policies – including official actors (e.g. formal legislative and/or delegated executive policy making responsibilities) and unofficial actors (e.g. the influence of interest groups and policy networks, as well as administrative policy making through bureaucratic discretion).
- Documenting the role of policy networks and epistemic communities in influencing both the process and real-world examples of policies in both formal and informal fashions.
- Using social science methods to analyze how problems are defined and how to respond to problems with innovative solutions and tools, with a special emphasis on accounting for critical issues of socioeconomics and equal opportunity and access regardless of demographics.
- Navigating current trends and leveraging engagement opportunities within policy contexts, such as public health, environmental, corporate regulatory, education, and other social or economic areas of interest.

Faculty Rights and Responsibilities
Florida Atlantic University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. To ensure these rights, faculty members have the prerogative to:
- Establish and implement academic standards.
- Establish and enforce reasonable behavior standards in each class.
- Recommend disciplinary action for students whose behavior may be judged as disruptive under the Student Code of Conduct University Regulation 4.007.

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Course Evaluation Method

250 points	25%	Attendance and participation in class discussions
75 points	7.5%	3 LinkedIn Learning certificates (25 points each)
75 points	7.5%	3 video lecture quizzes (25 points each)
450 points	45%	6 policy analyses (75 points/each)
150 points	15%	Final paper (10-12 pgs.) & presentation (5 mins.)
1,000 pts	**100%**	**Total possible**

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Additional details on the Wilkes Honor Code are available for review at www.fau.edu/honors/academics/honor-code.

To the extent permitted in the Code of Academic Integrity, instances of academic dishonesty may receive sanctions including zero credit for the assignment in question and/or failure of the course. Academic dishonesty includes overt plagiarism, such as copying and pasting someone else's words, as well as less explicit forms of plagiarism, such as using someone else's ideas without their permission or appropriate citation. Students must also avoid self-plagiarism, such as recycling their work from another assignment unless authorized by the instructor. If you're unsure about how to comply with this policy, do not hesitate to ask for guidance.
Final papers will be submitted via the TurnitIn tool in Canvas to discourage any potential concerns of plagiarism.

Attendance Policy Statement

Students are expected to attend all their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved

reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Religious Accommodation Policy Statement

In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations.

Any student who feels aggrieved regarding religious accommodations may present a grievance to the executive director of The Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

Time Commitment Per Credit Hour

For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of outof-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

Course Grading Scale

A 93 - 100%	B- 80 - 82%	D+ 67 - 69%
A- 90 - 92%	C+ 77 - 79%	D 63 - 66%
B+ 87 - 89%	C 73 - 76%	D- 60 - 62%
B 83 - 86%	C- 70 - 72%	F Below 60

Grade Appeal Process

You may request a review of the final course grade when you believe that one of the following conditions apply:

- There was a computational or recording error in the grading.
- The grading process used non-academic criteria.
- There was a gross violation of the instructor's own grading system.

University Regulation 4.002 of the University Regulations contains information on the grade appeals process

Policy on Make-up Tests, Late work, and Incompletes

In most instances, late work is eligible for half credit. See individual assignment prompts and descriptions in the syllabus for details. Always connect with the instructor about any make-up or late work, especially if extenuating circumstances have delayed your submissions. You may be eligible for full credit on make-up work in specific exceptional scenarios.

Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or

examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance and Participation in Class Discussions

When engaging in weekly class discussions, you should aim to integrate the various materials, providing more than a mere summary of the readings. Offer your perspective on the assigned content, or otherwise respond to questions and commentary from the instructor or your peers in the class. Please avoid electronic devices, including laptops and cell phones, as they can be a distraction for yourself and your peers; screens make it difficult for you and others to actively engage in the review of course materials and class discussion. While strict attendance will not be taken on a weekly basis, you should try to advise the instructor of any absences in advance.

Rubric for evaluation of attendance and participation
- o   Attendance and timely arrival to class: 125 points
- o   Actively engaging course materials: 125 points
- o   *Total possible points for attendance and participation*: 250 points

LinkedIn Learning Certificates

Three times this semester, online and at your own pace, you will complete asynchronous LinkedIn Learning Course modules by the deadline listed in the syllabus -- typically by 4 p.m. on the Friday before our regularly scheduled class. Completion of these modules will also include micro-credentials in the form of downloadable certificates. Late submissions will be eligible for up to half-credit when submitted past the deadline, except in extenuating circumstances.

Total possible points for completion of LinkedIn Learning module: 75 points (up to 25 points each)

Video Lectures and Quizzes

Three times this semester, online and at your own pace, you will view recorded lectures and answer questions in a short quiz by our regularly scheduled meeting day. Specific deadlines are in Canvas. The focus of these lectures and quizzes will be the readings for the week. Pay close attention and take notes on essential topics and definitions because you will need to include information from the readings in your policy analyses and your final paper. Late submissions will be eligible for up to half-credit when submitted past the deadline, except in extenuating circumstances.

Total possible points for review of the video lectures and quizzes: 75 points (up to 25 points each)

Policy Analyses 1 to 6

For the weeks noted in the course schedule, students will post an analysis of a specific policy by the prior Friday at 4 p.m. (specific deadlines below). Be prepared to share your findings with your instructor and peers in class as noted. Label your analysis as "Policy Analysis 1" etc. -- but also give your analysis a creative name.

Each policy analysis will have 3 sections: 1) your own human-generated policy review, 2) a ChatGPT (or other chatbot) generated argument, and 3) your critique of the argument and conclusions regarding the policy debate.

Writing in this class: Maintain a professional, evidence-based analytical lens and tone throughout your writing. Avoid the first-person perspective, even when offering your own analyses. Use active voice. Avoid passive voice. This way, you identify the actors in each of your sentences and write clearer assignments.

Step 1. Comprehensive Review
Students will provide a comprehensive review of a specific, real-world policy that exists. Students will need to investigate the history of the chosen policy using public documents/records, media coverage, and other available reports, including appropriate in-text citations and reference lists (use APA formatting). These are not bullets and will be at least 250 words in length. In prose or paragraph format, students will describe the following:

- The formal policy name and the year the policy was initially adopted and amended
- The policy problem
- The level of government (i.e. municipal, county, state, or federal)
- The actors / stakeholders (be specific and name the actual people and/or groups who were involved)
- The proposed policy solution and any known policy tools or design details
- The responsible implementing party
- Any known assessment mechanisms
- When the policy was terminated (if applicable)

Step 2. AI-generated Argument.
Use ChatGPT to generate a detailed argument supporting one side of your selected topic. Include:

- The prompt(s) you used -- no need to repeat content from Step 1 (just note something like "inserted policy review")
- The full response from ChatGPT

Step 3. Analysis of the Policy and the AI's Argument
Students will critique the ChatGPT-generated argument in at least 250 words, as well as provide their own perspectives on policies and processes, using specific references to the weekly required readings when analyzing each policy. In other words, students need to cite the textbook and the articles, as appropriate. You must cite Birkland. Include specific in-text citations/quotes that demonstrate understanding of concepts from the reading, which you'll use to formulate your critique and inform your conclusions.

Students will submit the analysis via Canvas by 4 p.m. on the Friday before our weekly class meeting and should be prepared to discuss their analyses in class. Do not repeat policies that have already been discussed in prior weeks. Analyses submitted after the deadline will only be eligible to receive up to half credit (up to 37.5 points on the rubric below) with limited exceptions.

Rubric for evaluation of each policy analysis submission

Clarity and organization	15 points
Comprehensive review of specific policy	30 points
Critique and integration of readings	30 points
Total possible points per analysis	*75 points*

Final Paper and Presentation
First drafts are due November 14 at 4 pm (the Friday before Final Presentations). Revised final drafts are due December 9 by 4 pm.

In 10 to 12 pages, describe and analyze the policy making and the policy implementation stages of a specific policy -- preferably a topic students have already presented as a Policy Analysis earlier in the class. Students will be expected to submit a first draft by 4 pm on the Friday before the class meeting during which final presentations are held. They will be expected to revise their papers using instructor and/or peer feedback. Just as a heads up, students who do not address the instructor's First Draft feedback in their Final Papers receive additional markdowns on the grading for this assignment.

You'll need to cover 1) an introduction, 2) issue emergence, 3) agenda setting, 4) alternative selection, 5) enactment, 6) implementation, 7) evaluation, and 8) a conclusion. To accomplish this, you will provide details regarding the policy environment (structural, social, political, economic), the specific stakeholders and their motivations, the policy networks/ subsystems, and other policy alternatives that policy makers could have selected. Enactment includes the process by which a particular stakeholder is instructed to roll out the policy (often includes regulation writing or rulemaking), implementation includes the actual process by which the policy is used (may include street-level bureaucracy or bureaucratic discretion), and evaluation is the "learning" that happens while implementing the policy and typically cycles as a feedback loop back to the agenda setting phase. To accomplish this, you will provide details regarding the policy type, the desired policy outputs and/or outcomes, the policy tools that were used to produce those outputs and/or outcomes, the implementation type (e.g. top-down, bottom-up, or more of a synthesis), and assessment tools or mechanisms that were used or planned to be used.

Don't forget to remind the reader of the basic details of the policy, including the name of the policy you are studying. Use the readings, including Birkland and the featured peer-reviewed articles from throughout the semester, to help guide your analysis and reinforce your points. Feel free to add any other information you feel needs to be mentioned in order to support your analysis, but you do not need to do additional outside research. Also feel free to reuse writing from a prior Policy Analysis assignment.

Writing in this class: Maintain a professional, evidence-based analytical lens and tone throughout your writing. Avoid the first-person perspective, even when offering your own analyses. Use active voice. Avoid passive voice. This way, you identify the actors in each of your sentences and write clearer assignments.

You should have a strong, clear thesis argument that you expand upon in each of the paper sections that discuss the stages. Your paper must have a well-organized introduction and conclusion as noted above. Use numbered section headers throughout as noted above. Give your paper a creative name and put it at the top. Papers must be submitted in Canvas with your name in the file name (e.g. Student Name Final Paper.docx). Documents must be submitted in .docx format, size 12 font Times New Roman, double spaced, with normal 1" margins, and include your last name and page numbers in the header. Use APA formatting for in-text citations and the reference list.

Visit https://owl.purdue.edu/owl/research_and_citation/apa_style for guidance.

This project is a full-length analytical paper -- not a traditional academic research paper. Students will need to investigate the history of the chosen policy using public documents/records, media coverage, and other available reports, including appropriate citations. Along with the final paper, students will be assigned to present their paper to the class on the dates listed on the course outline below. Students should plan to dress in business attire and come prepared with slides to use as visual aids. Late submissions will be eligible for up to half-credit when submitted past the deadline.

Rubric for evaluation of Final Paper and Presentation

Clarity and organization	30 points
Professionalism of final presentation (including visual aids)	30 points
Comprehensive review of specific policy	45 points
Critique and integration of readings	45 points
Total possible points	*150 points*

Important: Incorporating feedback from your first draft is required. Failure to address instructor comments in your final submission may result in deductions from your total points.

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.
FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. **[Policy 12.16 Artificial Intelligence]**

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the **Florida Atlantic Code of Academic Integrity , Regulation 4.001.**

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit **https://fau.edu/ai/citation**

AI Language Specific To This Course

AI Encouraged: The use of AI to assist in work assigned in this specific course is encouraged for various purposes. The instructor hereby permits the use of AI to assist in work assigned for this course, unless the instructor expressly indicates AI is not permitted on a particular assignment. Use must be properly documented and cited per instructor guidelines (https://fau.edu/ai/citation).

As such, this class permits the use of generative AI in all assignments. Some assignments may even require it, as described in the assignment prompts. The application of AI is an important, still- developing skillset that may be expected in the workplace and even within academia. Please note: AI tools can produce inaccurate statements, and the language models on which they are built do not always translate correctly across various contexts. It is the student's responsibility to remain critical of any AI generated content and to ensure that such content is accurate within the context of the assignment. A submission that does not make sense will be subject to the rubric in the assignment prompt. The instructor will penalize nonsensical submissions according to the rubric.

Counseling and Psychological Services (CAPS) Center
Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to
http://www.fau.edu/counseling/

Title IX Statement

In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at **https://www.fau.edu/ocr9/title-ix/**. You may also contact Victim Services at **victimservices@fau.edu** or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297- CAPS.

Student Support Services and Online Resources

- Center for Learning and Student Success (CLASS)
- Counseling and Psychological Services (CAPS)
- FAU Libraries
- Math Learning Center
- Office of Information Technology Helpdesk
- Center for Global Engagement
- Office of Undergraduate Research and Inquiry (OURI)
- Science Learning Center
- Speaking Center
- Student Accessibility Services
- Student Athlete Success Center (SASC)
- Testing and Certification
- Test Preparation
- University Academic Advising Services
- University Center for Excellence in Writing (UCEW)
- Writing Across the Curriculum (WAC)

Course Topical Outline

Week 1 (August 19) / Class overview
Review: Syllabus, class expectations, and instructional materials.

Week 2 (August 26) / Introduction to public policy
Read: Birkland - Ch 1. Introducing the Policy Process. pp. 1-31.

- To Do: Post in Discussion Board - Preparing for Policy Analysis 1 by Friday, August 29 at 4pm

Week 3 (September 2) / Basic policy concepts
Read: Birkland - Ch 2. Elements of the Policy-Making System. pp. 32-74; **AND** Stone, D. (2021). "Introduction" from *Policy paradox: The art of political decision making* (3rd edition). W. W. Norton, pp. 1-16.

- To Do: Submit Policy Analysis 1 by Friday, September 5 at 4pm

Week 4 (September 9) / Structures for the process
Read: Birkland - Ch 3. The Contexts of Public Policy Making. pp. 75-112 **AND** Weible, C.M., Heikkila, T., deLeon, P. and P.A. Sabatier. (2012). Understanding and influencing the policy process. *Policy Sciences, 45*, pp. 1-21.

- To Do: Present Policy Analysis 1 in class on Tuesday, September 9
- To Do: Submit Policy Analysis 2 by Friday, September 12 at 4pm

Week 5 (September 16) / Steering policy
Read: Birkland - Ch 4. Official Actors and Their Roles. pp. 113-131; **AND** Denhardt, R.B. and J.T. Denhardt. (2000). The new public service: Serving rather than steering. *Public Administration Review, 60*(6), pp. 549-559.

- To Do: Present Policy Analysis 2 in class on Tuesday, September 16
- To Do: Complete LinkedIn Learning Certificate: Writing with Impact by Friday, September 19 at 4pm

Week 6 (September 23) / Policy as process
Read: Birkland - Ch 4. Official Actors and Their Roles. pp. 132-161. **AND** Whittington, K.E. (2017). The Place of Congress in the Constitutional Order. *Harvard Journal of Law & Public Policy, 40*(3), pp. 573-601;

- To Do: Complete video lecture and quiz for Chapter 4 and Whittington (2017) by Tuesday, September 23 at 4pm
- To Do: Submit Policy Analysis 3 by Friday, September 26 at 4pm

Week 7 (September 30) / Influencing policy
Read: Birkland - Ch 5. Unofficial Actors and Their Roles. pp. 162-204 **AND** Lindblom, C.E. (1959). The Science of "Muddling Through." *Public Administration Review, 19*(2), pp. 79-88.

- To Do: Present Policy Analysis 3 in class on Tuesday, September 30
- To Do: Submit Policy Analysis 4 by Friday, October 3 at 4pm

Week 8 (October 7) / Policy networks
Read: Birkland - Ch 6. Agenda Setting, Groups, and Power. pp. 205-246. **AND** Lee, W., Lee, Y., & R.C. Feiock. (2011). Competitors and cooperators: A micro-level analysis of regional economic development collaboration networks. *Public Administration Review, 72*(2), 253-262.

- To Do: Present Policy Analysis 4 in class on Tuesday, October 7
- To Do: Complete LinkedIn Learning Certificate: Leadership in Government by Friday, October 10 at 4pm

Week 9 (October 14) / Typologies of policy
Birkland - Ch 7. Policies and Policy Types. pp. 247-281. **AND** Kaufman, H. (1981). Fear of bureaucracy: A raging pandemic. *Public Administration Review, 41*(1), 1-9.

- To Do: Complete video lecture and quiz for Chapter 7 and Kaufman (1981). By Tuesday, October 14 at 4pm
- To Do: Submit Policy Analysis 5 by Friday, October 17 at 4pm

Week 10 (October 21) / Policy governance
Read: Birkland - Ch 8. Decision Making and Policy Analysis. pp. 282-305. **AND** Riccucci, N.M. and G.G. Van Ryzin. (2017). Representative Bureaucracy: A Lever to Enhance Social Equity, Coproduction, and Democracy. *Public Administration Review, 77*(1), pp. 21-30.

- To Do: Present Policy Analysis 5 in class on Tuesday, October 21
- To Do: Submit Policy Analysis 6 by Friday, October 24 at 4pm
- To Do: Post in Discussion Board - Preparing for Final Paper by Monday, October 27 at 4pm

Week 11 (October 28) / How policies work
Read: Birkland - Ch 9. Policy Design and Policy Tools. pp. 306-340. **AND** Shapiro, S. (2017). Structure and process: Examining the interaction between bureaucratic organization and analytical requirements. *Review of Policy Research, 34*(5), 682-699.

- To Do: Present Policy Analysis 6 in class on Tuesday, October 28
- To Do: Complete LinkedIn Learning Certificate: Strategic Thinking by Friday, October 31 at 4pm

Week 12 (November 4) / Administrative policymaking
Read: Birkland - Ch 10. Policy Implementation, pp. 342-372. **AND** Fernandez, S. & H.G. Rainey. (2006). Managing successful organizational change in the public sector. *Public Administration Review, 66*(2), 168-176.

- To Do: Complete video lecture and quiz for Chapter 10 and Fernandez & Rainey (2006) by Tuesday, November 4 at 4pm

NO CLASS Week 13 (November 11) / Veterans Day

- To Do: Submit First Draft - Final Paper by Friday, November 14 at 4pm

Week 14 (November 18) / Policy theory and Final presentations
Read: Birkland - Ch 11. Science and Theory in Public Policy, pp. 373-414. **AND** Stivers, C. (2010). Democratic knowledge: The task before us. *Administration & Society, 42*(2), 248-259.

- To Do: Present in class on Tuesday, November 18
- To Do: Submit Presentation by start of class on Tuesday, November 18

Week 15 (November 25) / Final presentations (continued)
- To Do: Present in class on Tuesday, November 25

NO CLASS Week 16 (December 2) / Reading Day

NO CLASS Exam Week (December 9) / Submit Final Papers

- To Do: Submit Revised Final Paper and Presentation by Tuesday, December 9 at 4pm